

<b>Academic Program:</b>	M.Ed. School Counseling	<b>Date:</b>	9/22/2022
<b>Author(s):</b>	Tonya Balch		
<b>Verify that each of the following documents is correct and current on the <a href="#">ISU Assessment Results Webpage</a> by marking with an "X."</b> Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at <a href="mailto:kelley.woods-johnson@indstate.edu">kelley.woods-johnson@indstate.edu</a> .			<input checked="" type="checkbox"/> Learning Outcomes <input checked="" type="checkbox"/> Curriculum Map <input checked="" type="checkbox"/> Assessment Plan
<b>Is this program offered on-campus <u>AND</u> distance? If "Yes," reported data should include students of both, disaggregated.</b>			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Hybrid

**Student Learning Outcomes Assessment** Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
1. 5.b. Students will demonstrate a systems approach to conceptualizing clients. CGPS SLO: G4 Students achieve mastery of the knowledge required in their discipline or profession.	COUN 634: Practicum	1. Final Case Presentation	Rubric	Students will earn an average of 89 out of 100 points (B+).	100 % of students met the benchmark with 7/10 earning an A. The average score on the counselor’s assessment dimension of the rubric as 14.4/15 points.	The average score dropped from 97% to 93%. This cohort had 10 students compared to the prior year of 17. The outliers affected the overall average.
	COUN 635: Career Development	2. Postsecondary Education Plan assignment	Rubric	Students will earn an average of 27 out of 30 points (B+).	The average score was 28.8/30. Only 1/12 did not meet the benchmark. They re-submitted for partial credit.	The average score went from 92% to 94%.



	COUN 739B: Internship	3. Final Case Presentation in Internship  4. Pass the Indiana CORE assessment for school counselors.	Rubric  Licensure test	Students will earn an average of 89 out of 100 points (B+).  100% pass rate.	The average score was 94/100 with 9/11 earning an A. The average score on the counselor's assessment dimension of the rubric as 14.4/15 points.	
2. 3. d. Students will demonstrate the impact of heritage, attitudes, beliefs, understandings, acculturative experiences on an individual's view of others. CGPS SLO: G4 Students achieve mastery of the knowledge required in their discipline or profession.	COUN 634: Practicum  COUN 739B: Internship  COUN 739B: Internship	1. Final Case Presentation  2. Engagement in supervision  3. Final Case Presentation in Internship	Rubric  Individual assessment  Rubric	Students will earn an average of 89 out of 100 points (B+).  Students will be come to monthly supervision with questions regarding their K-12 clients.  Students will earn an average of 89 out of 100 points (B+).	100 % of students met the benchmark with 7/10 earning an A. All students earned 5/5 on multicultural dimension of the rubric.  All students actively engaged in supervision twice each month.  The average score was 94/100 with 9/11 earning an A. The average score on the multicultural dimension of the rubric was 4.6/5	The average score dropped from 97% to 93%. This cohort had 10 students compared to the prior year of 17. The outliers affected the overall average.  Our students actively participate in supervision.  The average score went from 92% to 94%.
3. Practice 3.c. Students will develop and practice core curriculum design, lesson plan development, classroom management strategies, and	COUN 793B: Fieldwork	Developing & Implementing four classroom lesson plans	Complete lesson plan templates	Students will earn an average of 87 out of 100 points (B+).	The average score was 100 with 10/10 students earning an A.	These are new data points and we have no prior data for comparison.



<p>differentiated instructional strategies. CGPS SLO: G4 Students achieve mastery of the knowledge required in their discipline or profession.</p>	<p>COUN 635: Career Development  COUN 739B: Internship</p>	<p>Indiana Career/College Lesson Plan  ASCA National Model Assignment</p>	<p>Complete lesson plan template  Complete a series of templates</p>	<p>Students will earn an average of 13 out of 15 points (B+).  Students will earn an average of 89 out of 100 points (B+).</p>	<p>All students earned 15 point on the assignment. This is the same template utilized in the Fieldwork course.  The average score was 100 with 15/15 students earning an A. This is a group project. The average score on the dimension of the rubric related to classrooms lessons was 28/30.</p>	
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### Student Success Activities

Use the “Academic Chair” tab in [Blue Reports](#) to view your program’s data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

<p>Describe current student success activities that are working well.</p>	<ol style="list-style-type: none"> <li>1. The case presentation assignment is critical for assessing multiple CACREP standards. Our rubric has been modified to ensure students know exactly what is being assessed and our expectations for responses in each dimension of the assessment. In particular, this highlights students’ ability to systemically assess K-12 students they are providing services for. This assessment in conjunction with the Postsecondary Assignment allow students to demonstrate a systemic assessment of both social/emotional challenges as well as postsecondary planning, skills critical for school counselors.</li> <li>2. During classes in June, students are required to take two courses, Multicultural Counseling and Introduction to Groups. This pairing is very purposeful. A component of the Group course is student participation in a personal process group. This allow group members to process what they are experiencing as a cohort. This is paired with the multicultural course as this courses challenges many students to think differently and assess personal values, beliefs, and biases. Conversations from the multicultural course are often processed as</li> </ol>
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	<p>collectively during the group course. Student feedback in both courses is consistently very high.</p> <ol style="list-style-type: none"> <li>Professional school counselor are expected to have the ability to develop a comprehensive school counseling program to meet students' academic, personal/social, and career needs. The American School Counseling Association (ASCA) has developed a national model that sets the standard for comprehensive school counseling programs. This model is introduced in their first course, Introduction to School Counseling, reinforced in the Fieldwork course and Career Development course, and then fully implemented in the Organization and Administration of Guidance Programs course. This is a group project based upon developmental levels the graduate students are in for their Internship. Students have a thorough understanding of the model, the templates provided by ASCA, and experience working in groups to complete the templates at the developmental level of their Internship experience.</li> <li>We have a strong focus on diversity broadly defined across every course in their program of study as opposed to a single multicultural course. It is embedded in each course and based upon course content. For example, in the Fieldwork course, this might include how a students' home life might impact classroom behaviors and Practicum may focus on multicultural/family considerations regarding attitudes toward counseling.</li> </ol>
<p>Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?  Enrollment: F21=26, S22=25, Summer22=22, F22=22  Degrees conferred = 15</p>	<p>Blue Reports Data indicate that the enrollment are stable. Retention rates are strong. Graduation rates are high for students completing the first full year of the program. We will continue to focus on a holistic systemic approach to working with K-12 students. This include skills for working with students on social/emotional issues, classroom guidance lessons, and career development.</p>

If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

### Continuous Quality Improvement

<p>Describe primary insights gained from analysis of findings.</p>	<ol style="list-style-type: none"> <li>Our focus on the case presentation assignment has increased students' scores on the Counselor's Assessment of the Problem dimension of the assignment.</li> </ol>
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<p><i>What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?</i></p>	<p>Students are expected to assess K-12 students base upon their theoretical orientation as well as a developmental theory. Students articulated a greater understanding of both their own theory and a developmental theory. The data notes a slight drop on this dimension of the assignment from the previous year but this is attributed to difference in cohort numbers. The overall quality of responses on this dimension of the assignment was greatly improved.</p> <ol style="list-style-type: none"> <li>2. Providing students with exemplars and providing clear concise expectations improved students' scores on the Postsecondary Education assignment. This assessment is in the Career Development course which is an asynchronous distance course. The average score increased 2% from last year. Another aspect of this increase score is related to the developmental approach of introducing the ASCA National Model for comprehensive school counseling programs.</li> <li>3. Focusing on the Multicultural Considerations dimension of the Final Case presentation has been highly effective. This is due in part to concepts being embedded across all courses. Students recognize the broad categories of difference and implications for academics, personal/social, and career planning for K-12 students. This past year was the first time that all students scored 5/5 on this dimension of the assignment.</li> </ol>
<p>What findings-based actions are planned to maintain strong performance and/or improve student learning and success?</p>	<ol style="list-style-type: none"> <li>1. The cultural autobiography has been very effective in raising self-awareness and required students to articulate how their heritage, attitudes, beliefs, understandings, acculturative experiences impact their view of others. This will continue to be the first major assignment in the Multicultural Counseling course.</li> <li>2. We will continue to focus on a systems approach across courses to ensure students in Internship are viewing students holistically.</li> <li>3. We will continue a developmental approach for selected topics across multiple courses to ensure students acquire key skills. This would include case conceptualizations, ASCA National Model, and data collection.</li> </ol>
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>We will focus on the same three learning outcomes for next year. This will be the third year for the first two outcomes and the second year for the third outcome.</p> <ol style="list-style-type: none"> <li>1. Students will demonstrate a systems approach to conceptualizing clients.</li> <li>2. Students will demonstrate the impact of heritage, attitudes, beliefs, understandings, acculturative experiences on an individual's view of others.</li> <li>3. Students will develop and practice core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.</li> </ol>



	<p>The first two student learning outcomes are so very critical as our graduate students could do harm if they are not competent in these skills.</p> <p>We will continue to break larger assessments, such as the Case Presentation, into specific dimensions that directly address the student learning outcome we are assessing. We will review other assessment rubrics to see if they can be assessed on dimensions more closely aligned with the student learning outcome.</p>
<p>Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?</p>	<p>Faculty collectively selected Key Performance Indicators (KPIs) for our accrediting body, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). We selected standards from our KPIs for university assessment. We utilize TEAMS for data collection and counseling faculty analyze annually. All faculty have access to TEAMS, can input data from their courses, and review at any time. This report is posted on our website and available for any stakeholder requests.</p>

## Student Outcomes Assessment & Success Report Evaluation AY 21-22

## Program: MEd School Counseling Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

**Evaluation Key:** Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
<b>Learning Outcomes</b> Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.	Clear alignment of program LOs to CGPS Graduate Student Learning Outcomes to evidence learning at the graduate level.	<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>		Exemplary
<b>Assessment Strategies</b> Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.	<p>Great use of multiple points of assessment to inform about student mastery of each LO.</p> <p>Diverse, rich displays of learning are utilized for assessment, including fieldwork, significant course projects, and licensure exams.</p> <p>Evaluation tools are developed to target specific LOs and improve quality of data for analysis.</p>	<p>Assessment measure(s) is designed for precise alignment to designated outcome(s)</p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p> <p>Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p>		Exemplary

<p><b>Results &amp; Analysis</b> Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>	<p>Clear reporting of results, including nuanced findings of students who didn't meet expectations despite the overall benchmark being met. Analysis of these findings demonstrates clear commitment to using assessment as a continuous improvement strategy.</p> <p>Rich reflection is provided on prior strategies that seem to be influencing student learning improvement in this assessment cycle.</p>	<p>The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The threshold for proficiency reflects reasonably high expectations for the program</p> <p>Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used</p> <p>Thoughtful discussion of faculty insights gained from findings is included</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus &amp; distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p>For LO 5.b. add the IN CORE assessment data when available.</p>	<p>Exemplary</p>
<p><b>Continuous Improvement</b> Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Clear involvement of multiple stakeholders in assessment.</p> <p>Plans for addressing assessment strategies and student learning improvement/monitoring are clear and connected to data and prior interventions.</p> <p>Curriculum and assessment are intentionally planned with accreditation and national guidance in mind.</p>	<p>Multiple program faculty are involved in the assessment process</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		<p>Exemplary</p>

Contact Kelley Woods-Johnson at [kelley.woods-johnson@indstate.edu](mailto:kelley.woods-johnson@indstate.edu) or x7975 with questions or for support.